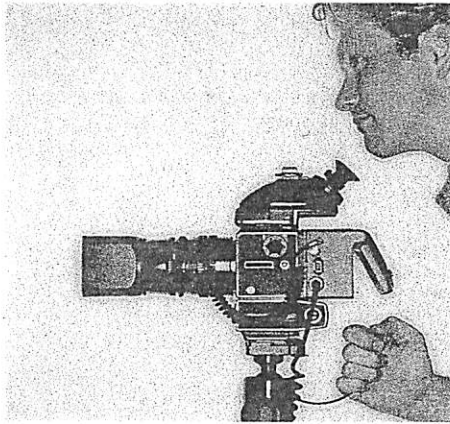


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Making Your Own Foods Safety Video



The Making of A Class Food Safety Video

Objective: For advanced foods students to create a food safety video for the beginning classes to watch and be tested on. This will also be a great review for the advanced students who will learn best by teaching others.

Standards from Hospitality, Tourism, and Recreation Industry Sector.

Technical Knowledge and Skills:

10.2: Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

HTR-F10.2 Standard 22: Food safety and Sanitation---- 22.1-22.4

10.3: Understand the principles of food purchasing, food preparation and meal management in a variety of settings.

HTR-F10.s Standards 23; Food Preparation and Meal Management

B. Food Preparation; 23.10

10.4: Understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

HTR-F10.4 Standard 24; Food Culture and Etiquette--24.1, 24.2

10.7: Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

HTR-F10.7 Standard 27; Facilities and Equipment—27.1

2.0 Communications Standards

2.1 Reading —2.1 and 2.5

2.2 Writing—1.3, 1.4, (2.3 d, f)

2.3 Listening and Speaking —(2.2 b, d, e, f)

4.0 Technology Standards

4.2, 4.4

8.0 Ethics and Legal Responsibilities

8.1-8.3

5.0 Problem Solving and Critical Thinking Standards

5.1, 5.3, 5.4

9.0 Leadership and Teamwork

9.1, 9.3, 9.4, 9.5

6.0 Health and Safety Standards

6.1, 6.2

7.0 Responsibility and Flexibility

7.1-7.4

11.0 Demonstration and Application: Students demonstrate and apply the concepts contained in the foundation and pathway standards.

FOOD SAFETY/SANITATION CLASS VIDEO

Kitchen #1. Give Introduction to Safety video. Go over: Wash hands for 20 sec. Or Happy Birthday or Twinkle, Twinkle, up to elbow. Explain and demo. What times you should wash hands (touch hair, clothes etc.). Go over order in which you should wash dishes; glasses first, dishes, silverware, utensils, and any greasy items and pots and pans last.

Kitchen #2. Five things to do before you start a lab: 1) Apron on, 2) Hair back and off of face, 3) Throw gum away, 4) Wash hands for 20 sec. Up to elbow, 5) fill up sink with hot soapy water. Also, give the definition of Mise en plas and what it involves.

Kitchen #3 Correct way to get items out of the oven: 1) stand to side of oven, 2) with hot pad open door, 3) pull out rack with hot pad 4) lift out food, 5) place on stove top and lift lid away from you—avoid steam, burns and scalds—never use lid to drain product pour into colander. Only use pot holders not towels or aprons. Also, first aid for burns.

Kitchen #4. General safety in kitchen: Keep cupboard door closed, always keep handles on skillets and sauce pans to side, heavy items store on bottom shelves, how to clean up spills on floor, how to clean up broken glass. Table etiquette.

Kitchen #5. Unplug appliances after you use them, what to do in the event of a kitchen fire (and what not to do) keep cords away from water (steps to kitchen fire; 1) turn off burner, 2) cover with lid, 3) baking soda, 4) fire extinguisher, 5) always notify teacher right away), go over clothing fires (don't run) NO snapping of towels, throwing of flour or water.

Kitchen #6. Knife safety and cutting skills. Onion, tomato, how to hold chef knife and rocking motion. Go over the knives and what each is used for, how to walk with knives, you must check knives out by signing up on board. First aid for cuts.

Kitchen #7. Cross contamination and danger zone. Demonstrate what not to do and what to do. Good Bacteria example is cheese. To prevent bad bacteria and FBI (food borne illness) USE THESE BASIC SANITATION RULES: 1) A clean and healthy you (if ill or have cuts wear gloves, if you have a fever stay away from food. 2) A clean kitchen, 3) Food at proper temperature (41 to 140 danger zone, food can only be in danger zone for 2 hours before bacteria develops), 4) Purchase food at reliable sources and read expiration dates. Keep hot foods hot and cold foods cold.

RUBRICS:

- MUST HAVE SCRIPT—who says and does what due WEDNESDAY!
- Bring in back ground music
- A list of props or foods you need to demo.
- Always repeat important points at end of skit (can be with poem or just repeated)
- Must have a visual
- Can use both foods books to help you with information

FOODS SAFETY VIDEO

DURATION: 1 & ½ WEEKS*

Monday: Pass out Kitchen assignment or let students choose subject matter. Students start researching correct safety procedures in books and internet.

Tuesday: Students continue research and start writing script.

Wednesday: Students finish script and start practicing in kitchen.

Thursday: Teacher sets up video camera, calls up each group and has them practice in the kitchen while teacher practices shooting scenes.

Friday: Teacher video tapes Safety scenes in kitchen.

Monday: Students view video and write critique on what should be changed or added. They also take notes on what all students performed (will be tested after final viewing)

Tuesday: Re tape scenes.

Wednesday: Final viewing and critique. Students take test based on safety video.

*One and ½ weeks is an estimate, depending on your students and how much they accomplish. This can easily be done in two weeks also.

**This is also a great way to collaborate with video productions. They can do the video taping for you and make DVD's for the students.